



Childcare Inspection Report on

Cylch Meithrin Y Sger

**Children's Integrated Centre
Greenfield Terrace
North Cornelly
Bridgend
CF33 4LW**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Cylch Meithrin Y Sger was registered in May 2005 to provide sessional care for a maximum of 30 children aged 2 to 3 years. The service operates from a self contained room within the Integrated Centre at North Cornelli, Pyle. The service is overseen by the registered persons, Pamela Davies and Wendy Rudd, who are also the persons in charge. The service operates Monday to Friday from 8:55am to 11:55pm and on Monday to Thursday from 1:15pm to 3:15pm. The service is a Welsh language provision. The service receives funding to educate three year old children, with the latest inspection carried out by Estyn in 2014.

Summary of our findings

1. Overall assessment

We Care Inspectorate Wales (CIW) found that children attending Cylch Meithrin Y Sger are happy, settled and enjoy their play and learning. They are cared for by experienced and long standing staff who know the children well. The environment is spacious with a good selection of resources. Leadership and management of the service is adequate. Improvements are needed in some areas.

2. Improvements

During the course of the inspection, the provider has:

- redesigned the children's register to record attendance times;
- provided a copy of the new incident recording sheet;
- devised a staff supervision form;
- redesigned the hazard form to record action taken to reduce any identified risks;
- purchased a sleep mat for any children wishing to sleep during the session
- provided a valid heating test certificate and
- reviewed the risk assessments.

3. Requirements and recommendations

We notified the provider that they were not compliant with regulations in relation to:

- suitability of workers, because recruitment information was not in place for all adults working with children and
- employment of staff, because regular staff supervision had not been undertaken.

We also recommended that the provider should:

- protect children's clothing during messy play activities;
- ensure staff are more vigilant to children's behaviour;
- further promote children's independence at snack time;
- update and forward a copy of the service's statement of purpose;
- ensure that all existing injury records are fully completed and signed where necessary;

- ensure that all policies and procedures are dated for review purposes and
- forward a copy of the quality of care report within 28 days of its completion.

1. Well-being

Summary

Children are listened to and make choices. They are happy, settled and enjoy opportunities to take part in freely chosen and self-directed play. Children are developing their skills and taking part in activities that encourage their development.

Our findings

1.1 To what extent do children have a voice?

Children make choices and decisions about what they want to do. They are listened to, speak, and express themselves.

We saw children arriving and they went straight to play with the various table top activities set out for them. A small group of children spent some time playing the I pads with most children choosing to play outdoors. Children clearly said which fruit they wanted or not at snack time and were given a choice of water or milk to drink. We saw children approach staff to ask for help to put dressing up costumes on and we heard one child say, "that's enough now" when they had finished their sticking.

Children have a good voice at this service.

1.2 To what extent do children feel safe, happy and valued?

Children are settled and cope with separation from their parents well. They have good bonds of affection with staff who know them well.

Nearly all of the children arrived happily and quickly engaged in play activities. Any unsettled children were comforted and quickly settled. The children were totally at ease and relaxed with their carers. They confidently approached staff for reassurance and cuddles when they were tired. Children freely moved around the play areas and explored the resources and activities on offer. They were familiar with the routines and knew when it was tidy up time. Children smiled when they received praise for their achievements and good behaviour.

Children feel fully valued, happy and safe.

1.3 How well do children interact?

Children take turns and are beginning to co-operate during group activities, with support from staff.

We saw children play together for some time at the sand tray outdoors, taking turns to share the different containers and spades. Some younger children needed reminding from staff about being nice to each other when disputes arose. We saw friends hold hands whilst walking to the sinks to wash their hands. We saw that children knew the routine well. We heard some children yell, "amser tacluso" when it was time to tidy up and after washing their hands went to find their name at the table and sat in readiness for snack.

Children's interaction is developing sufficiently.

1.4 To what extent do children enjoy their play and learning?

Children are engaged in their play. They sustain interest for an appropriate amount of time and move freely and safely between activities.

We saw children thoroughly enjoy their free flow indoor and outdoor opportunities. They moved happily between the two playrooms and the outdoor area. Children were excited during water play, they splashed in the water and explored the animals that laid at the bottom of the water containers. We saw children enthusiastically build sandcastles, filling containers to the top and tipping them over to make their castles; they were excited to tell us what they were doing. Children enjoyed digging in the sand and making patterns.

Children enjoy their play and learning and are interested in what is available for them.

1.5 How well do children develop, learn and become independent?

Children are confident, motivated and are developing their independence skills with some support.

We saw children being independent when washing and drying their hands, with verbal guidance and some support from staff. They had access to sinks, soap dispensers and paper towels after using the toilet. During snack time, one child on each table gave out the plates and each child helped themselves to the selection of fruit and were given a drink of water or milk, which had been prepared for them. We saw some children carry the tray of dirty dishes to the sink after snacks. We saw that children could easily identify and help themselves to their water bottles which had been stored at child height. Children took part in a music and song session, singing an array of Welsh songs. We also heard them counting whilst selecting their fruit pieces and counting and identifying the colour of the steps on the step construction in the outdoors. Children confidently and correctly used the Ipads to match shapes and complete electronic jigsaws.

Children are learning and developing well and becoming independent.

2. Care and Development

Summary

Staff know children in their care well and provide care that meets their individual needs. They ensure children are kept safe and promote healthy lifestyles. Staff manage interactions positively offering plenty of praise.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff promote children's health and safety. They offer healthy snacks and promote healthy lifestyles.

Safeguarding had a high priority and staff spoken to were aware of their duties and responsibilities to report concerns. Staff provided a selection of fruit at snack time. We saw that staff followed good hygiene practices; they washed the tables and followed appropriate procedures for preparing food. We heard staff reminding children to wash their hands prior to snacks, after messy play and after toilet visits. We saw that children's needs were met, such as when a child became tired, they were cuddled and made comfortable for their short nap. However, although aprons were available, staff had not ensured that children's clothing had been protected whilst playing in the water tray. One child's clothes became very wet resulting in the child needed to be changed.

Staff keep children sufficiently safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are good role models, they supervise children fairly well. They promote positive behaviour and manage interactions well.

On the whole staff managed interactions well. We saw staff engage with children, chat to them respectfully and praise them at all times for the efforts and achievements. We heard staff saying "da iawn" a few times. We also heard staff encourage good manners, such as, "diolch" when children chose their fruit. We heard staff respond to a child when he asked where his friend was and she replied, "he's at the big school but he'll be back soon to play with you" to which the child smiled and happily continued to play in the sand. Staff sat at the children's level on the floor or at the tables and used appropriate language to communicate with the children. Generally, staff supervised each area well, however, on one occasion, staff were not alert to some children arguing over the play kitchen items resulting in one child being hit. We informed staff of the incident, who immediately checked the children. We heard staff use distraction methods to manage children's behaviour, which was effective.

Staff manage children's interactions successfully.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff provide a nurturing and caring atmosphere and are responsive to the children's individual needs. They promote children's self help skills relatively well.

Staff joined in with children's play and we heard lots of laughter and children were having fun. We saw that staff extended children's play and learning by encouraging children to tell them what colour block they were using to build the tower and to count the blocks. We also heard staff discuss shapes, with one child saying, "Cylch" and the staff member praising the child for their achievement. Staff occupied the children whilst they were waiting for the snacks and we saw them play a game where children identified where their head, eyes and belly were. Staff joined in with children's play and helped children make cups of tea at the play kitchen and supported them to create a train track making sure it fitted together. Staff used water and paint brushes to draw patterns on the outdoor flooring and we saw that children eagerly wanted a try. Staff promoted independence at every opportunity such as to help themselves to their hats and to visit the toilet, however, we saw that staff prepared all the snacks and put the drinks in the cups for children at snack time.

Staff meet children's individual needs and promote their learning, development and independence relatively well.

3. Environment

Summary

Leaders provide a suitable and safe environment for children. There is an inviting outside play area. There is a good supply of resources and equipment to meet the children's needs and leaders ensure that they check the environment and resources regularly. However, there are some areas for improvements.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders ensure that the environment is safe, clean and a secure. Leaders identify any risks to children and so far as is possible, eliminate or reduce them, however, there are some areas for improvements.

The environment is safe and secure with a fob key entry system in place. The premises is self contained and no visitors enter the premises unannounced. A visitors' record is completed. Daily hazard checks were viewed and any identified risk were recorded, however, the action taken to reduce risks had been omitted from records. Risk assessment forms were available, however, they had not been dated for verification and review purposes. Electrical appliance test certificates were valid, however, a heating test certificate was not available at the time of the visit. The outdoor area was enclosed and secure. Fire drills had been regularly practised and smoke alarm test records were viewed. Leaders had obtained a Food Hygiene rating of 5.

Leaders ensure the safety of the environment relatively well.

3.2 How well do leaders ensure the suitability of the environment?

Leaders provide suitable premises which are child friendly and stimulating. The layout promotes children's independence and the ethos of the Foundation Phase.

The premises was welcoming and child friendly and provided a suitable environment for play and learning. The premises was well maintained and clean. There was sufficient space and facilities to meet the children's needs, including various play areas in line with the principles of the foundation phase such as areas for quiet time, table top play, floor play, role play, mark making, maths, construction and an outdoor play area. The premises promoted independence well, children were able to help themselves to resources and visit the toilet independently. We saw very good free flow indoor and outdoor opportunities.

Leaders ensure the suitability of the premises successfully.

3.3 How well do leaders ensure the quality of resources and equipment?

Leaders mainly ensured that children had access to furniture and equipment suitable for their needs.

There was a good supply of toys and resources that were appropriate for their ages, needs and development for both indoors and outdoors. However, we did observe a child sleeping on two cushions that had been placed on the floor in a sectioned off area. The leader told us that children very rarely slept during a session. Children had access to an enclosed outdoor area which had been improved and developed since the previous inspection. Toys and equipment viewed were clean and well maintained. There was some evidence of cultural activities and leaders told us they had celebrated some festivals such as Diwali and Chinese New Year.

Leaders mainly ensure that there are sufficient toys, resources and equipment available.

4. Leadership and Management

Summary

The service is mainly compliant with the regulations and the national minimum standards. Leaders have a self-evaluation system in order to drive improvement. Staff and resources are effectively managed. Leaders have developed very good relationships with parents and local school.

Our findings

4.1 How effective is leadership?

Leaders comply with the relevant regulations and national minimum standards. They maintain policies, procedures and records satisfactorily. However, there are some areas for improvements.

A statement of purpose was in place, however, it did not contain the age range of the children cared for and the details of the service offered such as facilities and routines and the service's terms and conditions. Leaders had not dated the document for review purposes and had not been updated it as the document stated that the service was inspected annually. There was a comprehensive range of policies and procedures, however, not all had been dated for review purposes. The leaders told us that a matrix for review dates had been completed but it was not available at the time of the inspection. New policies such as the Prevent Duty policy had been devised since the previous inspection. Children's records such as contracts, information forms, emergency medical consent and accident and incident records were maintained. However, although existing injuries were recorded in the 'diary/book, they were not always countersigned by the parents/carers. The leader told us that the service would introduce a new incident recording sheet to include a 'body map'. We saw that developmental records were maintained as well as profile forms and Wellcom records. A register was maintained for children and staff, however, it did not contain the actual attendance times of the children and staff. The leader told us that all children and staff arrived and left at the same time and if there was any difference a note would be made of the actual time.

Leadership is adequate.

4.2 How effective is self evaluation and planning for improvement?

Leaders have a self evaluation system to evaluate their service. Leaders are keen to obtain feedback and to improve the service provided.

Leaders had a self evaluation system, which included questionnaires for parents/carers. A quality of care review was in the process of being undertaken and we viewed some completed parent questionnaires. Comments included, 'recommend Cylch to everyone', 'I am truly grateful to have such a wonderful well-run, well-managed Cylch', 'I always feel comfortable enough to ask if I had any problems' and 'my child is always excited and ready to attend Cylch!'. The leader told us that they had already identified an area for development where staff would attend a 'Cynllun Croesi'r Bont' scheme which would

support them with their Welsh language development/needs. Leaders agreed to forward a copy of the quality of care report to CIW within 28 days of its completion.

Self-evaluation and planning for improvement is developing.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders are organised in the management of the service. On the whole, they follow a robust recruitment process and promote the development of staff. However, improvements are needed.

We sampled three staff files and found them to be mainly compliant with regulations. However, leaders had not maintained a recruitment file for a student on placement at the service and leaders had not undertaken formal staff supervision with staff. Leaders told us that regular staff meetings take place and discussions with staff, however, no formal information is recorded. Annual appraisals had taken place in September 2017. Of the five staff employed, nearly all staff held at least a level 3 qualification and all had completed the core training in child protection, first aid and food hygiene. Some staff had undertaken additional training courses including speech and language, learning with autism, health and safety, Elklan and Wellcom. The staff to child ratios were exceeded during the inspection.

Leaders manage the service adequately.

4.4 How effective are partnerships?

Leaders work closely with the parents and regularly share information with them. They have developed strong links with the local community and school.

The service's policies and procedures were available to parents on request as well as a parent pack. Parents told us they were fully involved in the Cylch and received regular updates, newsletters and attended information events. Parents spoken to gave very positive feedback and raised no issues. We heard staff give verbal feedback to parents at collection time. Leaders provided parents with updates on their child progress via the parent report form and updated their Facebook page with the Cylch's information. Leaders told us they had very good partnerships with various agencies as well as the school. Staff took children on walks around the local village to the shops, woodland area and parents occasionally attend. Leaders held various fund raising events as well as having educational visits from the local community such as the police, dental hygienist and nurse.

Partnership is strong.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

- None

5.2 Recommendations for improvement

We also recommended that the provider should:

- protect children's clothing during messy play activities;
- ensure staff are more vigilant to children's behaviour;
- further promote children's independence at snack time;
- update and forward a copy of the service's statement of purpose;
- ensure that all existing injury records are fully completed and signed where necessary;
- ensure that all policies and procedures are dated for review purposes and
- forward a copy of the quality of care report within 28 days of its completion.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 12 July 2018 for approximately 5 hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to some children, some parents and staff;
- issued CIW questionnaires to parents and staff, and
- provided telephone feedback to the registered persons on 17 July 2018.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Wendy Rudd Pamela Davies
Person in charge	Pamela Davies Wendy Rudd
Registered maximum number of places	30
Age range of children	2 to 3 years
Opening hours	Monday to Friday 8:55am to 11:55pm and Monday to Thursday 1:15pm to 3:15pm
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	19 May 2015
Dates of this inspection visit(s)	12 July 2018
Is this a Flying Start service?	Funded places
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.
Additional Information:	